

SARA E.N. KANGAS

College of Education
Iacocca Hall, Room A109
Lehigh University
Bethlehem, Pennsylvania 18015
Phone: 610-758-3235
Email: sara.kangas@lehigh.edu
Website: <http://www.sarakangas.com>

EDUCATION

- Ph.D. Education, Applied Linguistics Concentration, Temple University.
- Dissertation: Special Education Trumps ESL: Policy as Practice for ELs with Disabilities
- Committee: Yasuko Kanno, Chair; Maia Cucchiara; Matthew Tincani; Kristina Najera; Nelson Flores (University of Pennsylvania)
- Specialization: English learners (ELs) with disabilities, educational equity, critical ethnography
- M.S.Ed. Teaching English to Speakers of Other Languages, Temple University.
- B.A. Psychology, Temple University, summa cum laude.

PROFESSIONAL APPOINTMENTS

- Assistant Professor** (tenure track) 2016 – present
ESL Certification, Special Education Program
Department of Education and Human Services, College of Education
Lehigh University
- Lecturer** 2015 – 2016
TESOL Program
Educational Linguistics Division, Graduate School of Education
University of Pennsylvania
- Adjunct Assistant Professor** 2014 – 2015
TESOL Program
Department of Teaching and Learning, College of Education
Temple University
- Teaching & Research Assistant** 2010 – 2014
TESOL Program
Department of Teaching and Learning, College of Education
Temple University

PUBLICATIONS

Refereed Journal Articles

*indicates graduate student collaborator

Kangas, S. E. N. (2020). Counternarratives of English learners with disabilities. *Bilingual Research Journal*, 43(3), 267–285. <https://doi.org/10.1080/15235882.2020.1807424>

Kangas, S. E. N., & Cook, M.* (2020). Academic tracking of English learners with disabilities in middle school. *American Educational Research Journal*, 57(6), 2415–2449. <https://doi.org/10.3102/0002831220915702>

Kangas, S. E. N., Hammond, T.C., Bodzin, A.M. (2019). Using geospatial technology to teach language and content to English learners. *TESOL Journal*, 10(2), 1–12. <https://doi.org/10.1002/tesj.422>

Kangas, S. E. N. (2018). Breaking one law to uphold another: Service provision for English learners with disabilities. *TESOL Quarterly*, 52(4), 877–910. <https://doi.org/10.1002/tesq.431>

Schissel, J., & **Kangas, S. E. N.** (2018). Reclassification of emergent bilinguals with disabilities: The intersectionality of improbabilities. *Language Policy*, 17(4), 567–589. <https://doi.org/10.1007/s10993-018-9476-4>

Kangas, S. E. N. (2018). Why working apart doesn't work at all: Special education and English learner teacher collaborations. *Intervention in School and Clinic*, 54(1), 31–39. <https://doi.org/10.1177/1053451218762469>

Kangas, S. E. N. (2017). A cycle of fragmentation in an inclusive age: The case of English learners with disabilities. *Teaching and Teacher Education*, 66, 261–272. doi:10.1016/j.tate.2017.04.016.

Kangas, S. E. N. (2017). “That’s where the rubber meets the road”: The intersection of special education and bilingual education. *Teachers College Record*, 119(7), 1–36. <http://www.tcrecord.org>
Winner of the 2018 James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts

Kangas, S. E. N. (2014). When special education trumps ESL: An investigation of service delivery for ELLs with disabilities. *Critical Inquiry in Language Studies*, 11(4), 273–306. <https://doi.org/10.1080/15427587.2014.968070>

Kanno, Y., & **Kangas, S. E. N.** (2014). “I’m not going to be, like, for the AP”: English language learners’ limited access to advanced college-preparatory courses in high school. *American Educational Research Journal*, 51(5), 848–878. <https://doi.org/10.3102/0002831214544716>
Winner of the TESOL 2015 Award for Distinguished Research

Kangas, S. E. N. (2014). What can software tell us about political candidates?: A critical analysis of a computerized method for political discourse. *Journal of Language and Politics*, 41(1), 77–97. <https://doi.org/10.1075/jlp.13.1.04kan>

Chapters in Edited Volumes

Kangas, S. E. N. (2019). English learners with disabilities: Linguistic development and educational equity in jeopardy. In A. Gao, C. Davison, & C. Leung (Eds.), *International handbook of English language teaching* (pp. 919–937). New York, NY: Springer.

Book Reviews

Kangas, S. E. N., & Goss, J. (2012). Review of book: *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disabilities*. by J. Klingner, J.J. Hoover, & L.M. Baca, [Eds.]. *TESOL Quarterly*, 46(2), 422–425. doi:10.1002/tesq.27

Works in Progress: Articles

Kangas, S. E. N. (under review). “Is it language or disability?”: A powerful but potentially problematic question. Submitted to *TESOL Quarterly*. Invited and peer-reviewed.

Kangas, S. E. N., & Cook, M.* (under review). The “package deal” of service provision for English learners with disabilities.

Kangas, S. E. N., & Schissel, J. (under revision). What shifting reclassification policies mean for English learners with disabilities.

Works in Progress: Other

Kangas, S. E. N. (in progress). *Supporting ELs with disabilities during remote learning and school reopening*. Council of Chief State School Officers.

AWARDS & RECOGNITIONS

Research Awards and Recognitions

James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts, The International Research Foundation for English Language Education. (2018).

Dissertation Award Finalist, American Educational Research Association, Second Language Research SIG. (2016).

Dissertation Award Finalist, American Association for Applied Linguistics. (2016).

TESOL Award for Distinguished Research, TESOL. Co-recipient with Yasuko Kanno. (2015).

Wilga Rivers Memorial Graduate Student Award, American Association for Applied Linguistics. (2015).

Teaching Awards and Recognitions

Frank Hook Assistant Professorship Lehigh University. (2020–2022).

Mentoring Award. Graduate Student Senate and Graduate Life’s Office, Lehigh University. (2019, 2020).

“Best Teaching Assistant” Nomination, College of Education, Temple University. (2013).

President’s Scholar Award, Temple University. (2008).

GRANTS & FUNDING

External Grants

Dennis, M., Kangas, **Kangas, S. E. N.**, Anderson, K., & Fu, Q. (2020, under review). Contextual factors, test-taking behavior, and mathematics performance of students with disabilities and English learners: A secondary data analysis using NAEP 8th-grade mathematics process data. Institute of Education Sciences. \$573,339.

Kangas, S. E. N. (2020). When English learners with disabilities become long terms English learners. Spencer Foundation. \$40,766.

Kangas, S. E. N. (2017, 2018, 2019 Semifinalist). Intersecting labels: When English learners with disabilities become long-term English learners. NAEd/Spencer Postdoctoral Fellowship. Not funded.

Hojnoski, R., Sawyer, B., **Kangas, S. E. N.**, & Dever, B. (2018, 2019). Imagine Matemáticas: A dual language approach to supporting young children's mathematical development. Institute of Education Sciences. \$1,399,084. Not funded.

Internal Grants

Kangas, S. E. N. (2017). Supporting the academic and linguistic needs of long-term English learners. Lehigh University, Fast Track Faculty Research Grant, \$4,721.

Kangas, S. E. N. (2015). Dissertation Completion Grant, Temple University. \$10,000.

Kangas, S. E. N. (2011). Philadelphia Experience Teaching Grant, Temple University. \$1,000.

PRESENTATIONS

Invited Presentations and Workshops

Kangas, S. E. N. (2021). *Designing equitable education for English learners with disabilities*. Invited talk to be presented at the English Language Development Virtual Conference, Pennsylvania Department of Education.

- Kangas, S. E. N.** (2019). *Looking past disproportionality: Persistent inequity for English learners with disabilities*. Invited talk presented at the TESOL Language and Linguistics Speaker Series, TESOL Program, Temple University, Philadelphia, PA.
- Kangas, S. E. N.** (2019). *Looking beyond the pieces to see the whole child*. Keynote talk presented at the Bilingual Therapies Symposium, San Juan, Puerto Rico.
- Kangas, S. E. N.** (2019). *Bringing back the “I” in “IEP.”* Invited workshop presented at the Bilingual Therapies Symposium, San Juan, Puerto Rico.
- Kangas, S. E. N.** (2019). *Where do we begin?: Tackling the pitfalls and promises of supporting English learners with disabilities*. Department for Language and Literacy Education, Boston University. Boston, MA.
- Kangas, S. E. N.** (2019). *English learners with disabilities: Rethinking “Is it language or disability?”* Lawrence Public Schools, Lawrence, MA.
- Kangas, S. E. N.** (2017). English learner education: Current issues. Department of Education and Human Services. Educational Leadership Program, Lehigh University.
- Kangas, S. E. N., & Hellmich, E.** (2015). *Navigating the job search: Getting started and staying organized*, American Association for Applied Linguistics (AAAL) Annual Conference, Toronto, Canada. (Discussion Panel: organized by Sara E.N. Kangas and Emily Hellmich with Emily Farrell, Troy Cox, Drew Fagan, Johanna Enns-Kananen, James Hartshorn, Pam Pearson.)
- Kangas, S. E. N.** (2015). *From course project to published article*. Department of Teaching and Learning, Applied Linguistics Program, Temple University.
- Kangas, S. E. N.** (2014). *Teaching ELLs with special needs: What do we know and where do we go from here?* Pan American Academy Charter School in collaboration with Temple University. Philadelphia, PA.
- Kangas, S. E. N.** (2014). *ELLs with special needs: How are services delivered?* Penn-TESOL East Spring Conference, Philadelphia, PA.
- Kangas, S. E. N.** (2014). *Abstract writing for AAAL: What are reviewers looking for?*, American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR. (Discussion Panel: organized by Sara E.N. Kangas with Laura Collins, Jean-Marc Dewaele, Patricia Duff, Erin Kearney, Anne Pomerantz, Matthew Prior, Jonathon Reinhardt, Jamie Schissel, Santoi Wagner.)
- Kangas, S. E. N.** (2014). *Researching ELLs with special needs: Recent findings, dilemmas, and implications*. Department of Teaching and Learning, TESOL Program, Temple University.
- Kangas, S. E. N.** (2013). *Teaching adult English language learners: Essential knowledge and strategies*, Drew University, Madison, NJ.

Refereed Conference Presentations

- Kangas, S. E. N.** (2019). *Holding them back or pushing them out?: Reclassification policy for English learners with disabilities*. American Educational Research Association (AERA) Virtual Conference. (Symposium: “English learners with disabilities and opportunity to learn,” organized by Sara E.N. Kangas with María Cioè-Peña, Rebecca Linares, Jennifer Phuong, & Chelsea Stinson).
- Kangas, S. E. N., & Cook, M.***(2021). Counternarratives of English learners with disabilities. American Educational Research Association (AERA) Virtual Conference.
- Kangas, S. E. N.** (2021). *Challenging deficit narratives: How English learners with disabilities see themselves*. TESOL International Virtual Convention.
- Kangas, S. E. N.** (2019). *The tradeoffs of service provision for middle school English learners with disabilities*. American Educational Research Association (AERA) Conference, Toronto, Canada. (Symposium: “English learners with disabilities: Equity, opportunity, and pathways forward,” organized by Sara E.N. Kangas with Jamey Burho, Soyoun Park, Karen Thompson, & Katherine Rodela.)
- Kangas, S. E. N.** (2019). *Gaining and losing opportunities to learn a second language: The impact of being labeled an English learner with a disability*. American Association for Applied Linguistics (AAAL), Atlanta, GA.
- Kangas, S. E. N.** (2019). *Getting stuck in ESL: Reclassification of English learners with disabilities*, Teaching English to Speakers of Other Languages (TESOL) International Convention, Atlanta, GA.
- Kangas, S. E. N., & Schissel, J.** (2018). *Can English learners with disabilities be reclassified?*, American Association for Applied Linguistics (AAAL), Chicago, IL.
- Schissel, J., & **Kangas, S. E. N.** (2018). *Oppression in discourses of reclassification: A nexus approach to intersectionality*, The Georgetown University Round Table (GURT) on Languages and Linguistics, Washington, D.C.
- Kangas, S. E. N.** (2017). *When language services become optional for English learners with disabilities*, American Educational Research Association (AERA) Conference, San Antonio, TX.
- Kangas, S. E. N.** (2017). *Service provision for ELs with disabilities: Fact vs. fiction*, Teaching English to Speakers of Other Languages (TESOL) International Convention, Seattle, WA.
- Kangas, S. E. N.** (2017). *When beliefs become facts: The role of educators’ ideologies in policies for ELs with disabilities*, American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- Kangas, S. E. N.** (2016). *Dual language and special education: An interface of conflicting ideologies, policies, and practices*, American Educational Research Association (AERA) Conference, Washington, D.C.

- Kangas, S. E. N.** (2016). *“That’s where the rubber meets the road”*: The intersection of dual language and special education, National Association for Bilingual Education (NABE) Conference, Chicago, IL.
- Kangas, S. E. N.** (2015). *Dissipating ESL: Practices and policies for ELs with disabilities*, American Educational Research Association (AERA) Conference, Chicago, IL.
- Kangas, S. E. N.** (2015). *Divorcing language and disability: Educating ELs with special needs in a two-way bilingual school*, American Association for Applied Linguistics (AAAL) Annual Conference, Toronto, Canada.
- Kangas, S. E. N.** (2014). *Ethnography as a window into the positioned identities of English language learners with special needs*, American Anthropological Association (AAA) Annual Conference, Washington, D.C.
- Kangas, S. E. N.** (2014). *“Special education trumps ESL”*: An ethnographic investigation of service delivery for ELLs with disabilities, American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.
- Kangas, S. E. N.** (2014). *ELLs with disabilities: Constructed learner identities and educational realities*, 35th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- Kanno, Y., & **Kangas, S. E. N.** (2013). *English language learners’ limited access to high-level courses in high school: An ethnographic investigation*, American Educational Research Association (AERA) Conference, San Francisco, CA. (Symposium: “Language minority students and transitions to college: Insights from qualitative research,” organized by Amanda Kibler with George C. Bunch and Manka Varghese.)
- Kangas, S. E. N.** (2013). *Analyzing the language of contemporary political figures through computerized text analysis methodology*, American Association for Applied Linguistics (AAAL) Annual Conference, Dallas, TX.
- Nyce, S. E.** (2011). *Teacher insight: Best practices for teaching ELLs with special needs*, New York TESOL & Applied Linguistics Winter Conference, New York, NY.
- Swavely, J., & **Nyce, S. E.** (2010). *Tutoring ESL writers: Approaches to reading the essay and setting priorities*, Mid-Atlantic Writing Center Association Annual Conference, Newark, DE.

UNIVERSITY TEACHING & ADVISING

Courses Taught at Lehigh University: Teacher Preparation

EDUC 419	Second Language Acquisition	Graduate; online	Spring 2020 Spring 2019
EDUC 420	Contemporary Issues in English Learner Education	Graduate; hybrid	Fall 2017

EDUC 424	Practicum in Second Language Teaching	Graduate	Fall 2019
SPED/TLT 404	Cultural and Linguistic Diversity	Graduate	Fall 2020
SPED/TLT 404	Diversity, Families, and School Collaborations in K-12	Graduate	Fall 2017 Fall 2016

Courses Taught at Lehigh University: Doctoral Student Preparation

EDUC 405	Qualitative Research Methods	Graduate	Spring 2020 Spring 2019
EDUC 496	Advanced Qualitative Methods	Graduate	Spring 2017
SPED 490	Writing and Publishing in Graduate School	Graduate	Fall 2020

Courses Taught at University of Pennsylvania

EDUC 537	Educational Linguistics	Graduate	Fall 2015
EDUC 563	TESOL Seminar & Internship	Graduate	Spring 2016
EDUC 674	Curriculum & Material Development for English Language Teaching	Graduate	Fall 2015

Courses Taught at Temple University

EDUC 815	Language in Society	Undergraduate	Spring 2014 Fall 2013 Spring 2013 Fall 2012
EDUC 915	Honors Language in Society	Undergraduate	Spring 2014 Fall 2013
TESL 8631	Meeting the Instructional Needs of ELLs	Graduate; online	Summer 2014
TESL 8613	Understanding ELLs' Language and Literacy Development	Graduate	Fall 2014
TESL 8621	Contexts for Teaching and Learning Language	Graduate; online	Summer 2015 Summer 2013

Dissertation, Committee Membership

Findora, Jessie	The impact of interracial literary fiction on intergroup empathy, 2020.
Cheng, Oi Yee	Partnerships between the United Nations academic impact (UNAI) and tertiary institutions in Hong Kong and the United States on the international mindedness of the undergraduate students to achieve the sustainable development goals, 2020.
Wallace, Duane	Creating Citizen Science Identity: Growing Conversation and Environmentally-minded STEM Interest through Mobile Learning and Authentic Practice, 2018.
Kotsko, Adrienne	A Professional Learning Community Approach to Improving ELA Curriculum Planning, 2017.
Melo, Katherine	A Critical phenomenology of counseling and medication-assisted treatment implementation for opioid use among Latinx communities: Experiences of mental health providers (proposal defended 2020).
Perkins, Roseanne	Knowledge, practice, and self-efficacy of public library storytime providers: A mixed-methods study (proposal defended 2020).
Masuma, Moravej	Women's empowerment and higher Education in Afghanistan: A nation of conflict (proposal defended 2020).
Zhang, Yuanyuan	A qualitative study of higher education faculty's instructional decision making practices in strongly affective versus strongly cognitive and/or behavioral contexts (proposal defended 2017).

Qualifying Project, Chair

Stenson, Katrina	Instructing English learners in the secondary mathematics classroom: Factors influencing teacher self-efficacy (Co-Chair, 2020).
Ortiz, Elizabeth	Identifying the needs of girls of color in a critical media literacy (Chair, prospectus anticipated spring 2021).

Qualifying Project, Committee Membership

Chen, Rui	Stress among racial minority parents of adolescents with emotional and behavioral problems (2020).
Kelly, Samantha	To co-teach or not to co-teach? An observational study analyzing the quality of co-teaching and its effects on student academic achievement and behavioral outcomes (2020).
Perkins, Roseanne	Measuring self-efficacy of librarians (2020).

ADDITIONAL TEACHING EXPERIENCE

English Language Lecturer English Language Programs, University of Pennsylvania	2009 – 2013
Writing Center Teaching Assistant Writing Center, Temple University	2009 – 2010
Adjunct English Language Instructor English Language Academy, Harcum College	2009
ESL Teacher PCA in partnership with El Leon Language School, Sofia, Bulgaria	2009
Adult ESL Instructor Northeast High School, The School District of Philadelphia	2009

SERVICE TO THE PROFESSION

Leadership Positions

Task Force Member, Diverse Voices Task Force <i>TESOL International Association</i>	2019 – present
Co-Chair, Dissertation Award Committee <i>Second Language Research SIG, American Educational Research Association</i>	2019 – 2020
Chair (2019) and Committee Member (2018), Graduate Student Award Committee <i>American Association for Applied Linguistics</i>	2018 – 2020
Task Force Member, AERA–TESOL Task Force <i>Second Language Research SIG, American Educational Research Association</i>	2018 – 2019
Program Committee Member 2014 Annual Conference Planning & Organizing Team <i>American Association for Applied Linguistics</i>	2013 – 2014

Journal Leadership Positions

Editorial Board Member <i>TESOL Quarterly</i>	2019 – present
Editorial Board Member <i>TESOL Journal</i>	2017 – 2019

Journal Ad Hoc Reviewer

<i>AERA Open</i>	2019
<i>American Educational Research Journal</i>	2020
<i>Bilingual Research Journal</i>	2018 – 2019
<i>Family Relations</i>	2019
<i>Journal of Language, Identity, and Education</i>	2016 – 2019
<i>Multicultural Perspectives</i>	2016, 2017
<i>Systems</i>	2020
<i>TESOL Quarterly</i>	2018

Conference/Award Reviewer

James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts <i>The International Research Foundation for English Language Education (TIRF)</i>	2018 – 2020
American Association for Applied Linguistics Annual Meeting (2018) <i>Second Language Research SIG</i>	2017
American Association for Applied Linguistics Annual Meeting (2017)	2016
American Educational Research Association Annual Meeting (2017) <i>Bilingual Education Research SIG and Second Language Research SIG</i>	2016

Editorial Assistance

Editorial English Proofreader <i>EuroAmerican Journal of Applied Linguistics and Language</i>	2015 – 2016
Editorial Proofreader <i>Journal of Language, Identity, and Education</i>	2015
Editorial Assistant, JLIE Forum and Research Notes <i>Journal of Language, Identity, and Education</i>	2013 – 2015

SERVICE TO THE UNIVERSITY

Lehigh University

Senator, Faculty Senate	2020 – present
Senator, Faculty Senate Inclusive Community Subcommittee	2020 – present

Member, Council for Equity and Community	2019 – present
Committee Member, Mentoring Committee	2017 – 2020
Faculty Liaison, Library Materials Committee	2016 – 2019
Committee Member, ESL Specialist Certificate Committee	2016 – 2017
Committee Member, Counseling Psychology Faculty Search Committee	2017
Committee Member, Graduate Student Leadership and Service Award Committee	2017
Committee Member, Dissertation Award Selection Committee	2017
Committee Member, ESL Director Search Committee	2016

Temple University

Graduate Student Representative, COE Faculty Development Committee	2013 – 2015
Curriculum Design, College of Education, Honors Curriculum	2013
Event Coordinator, TESOL Language and Linguistics Speaker Series	2011 – 2015

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics (AAAL)
 American Educational Research Association (AERA)
 Teaching English to Speakers of Other Languages (TESOL)